

RtI in Action

Curriculum & Instruction

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What is RtI?

- RtI is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions to guide instruction.

- National Association of State Directors of Special Education, 2005

Why RtI?

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graph TD; A[Why RtI?] --> B[Many students were being misidentified as having learning disabilities. Minority students were overly represented in special education programs.]; A --> C[Discrepancy model has not proven to be useful in enhancing services for students, particularly providing early intervention to struggling students.]; A --> D[Key to improving Annual Yearly Progress (AYP) scores for ELL's, ESE, and many underperforming general education students.]; A --> E[Scientifically-based interventions are used more frequently and earlier.]; A --> F[Discrepancy model does not provide practical information on how to effectively teach students.];
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Minority students were overly represented in special education programs.

Discrepancy model has not proven to be useful in enhancing services for students, particularly providing early intervention to struggling students.

Key to improving Annual Yearly Progress (AYP) scores for ELL's, ESE, and many underperforming general education students.

Scientifically-based interventions are used more frequently and earlier.

Discrepancy model does not provide practical information on how to effectively teach students.

- The purpose behind this system change is to ensure that “**every classroom is one that you would put your child in**” by:
- reorganizing the service delivery system
- breaking down the divisions between regular and special education
- providing consistent, research based interventions to **ALL** students.



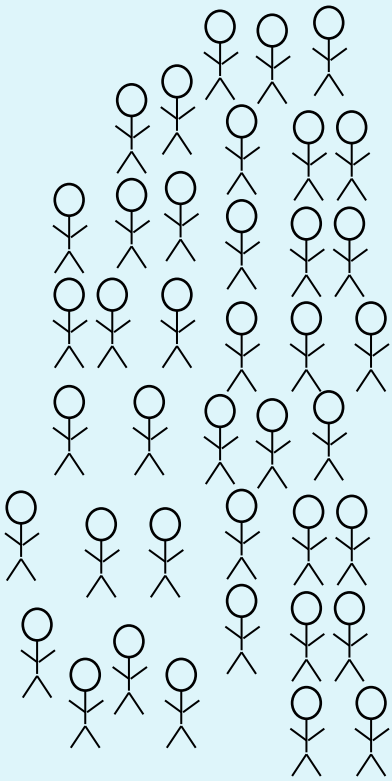
Tiers of Support: A Teacher/School Effort

Annual Growth and Catch Up Growth

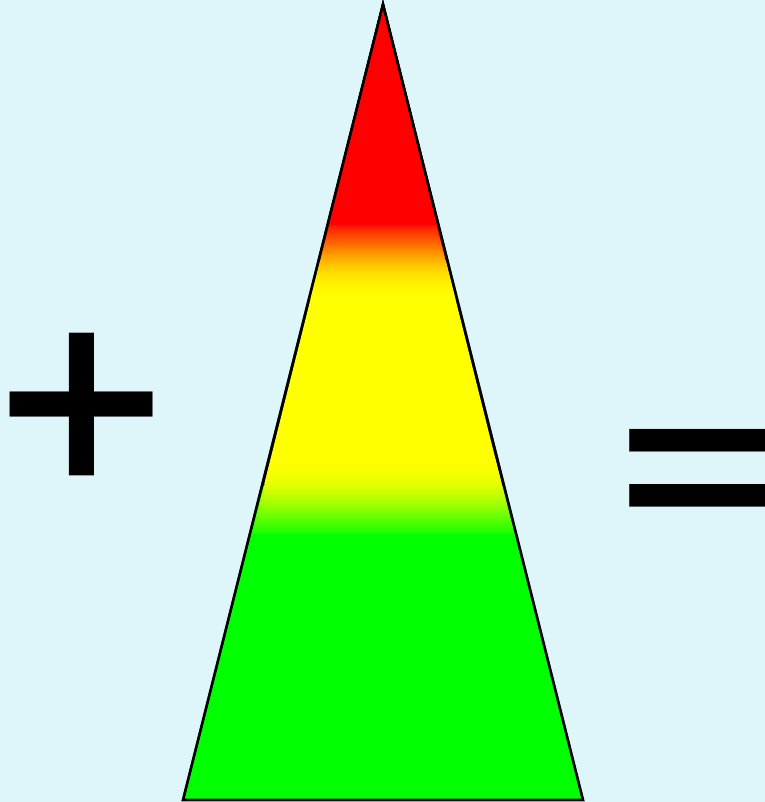
- ◎ Core (*All of My Kids*) 80% Make Annual Growth
 - What I do for **everyone**
 - Includes differentiation
 - A year for a year
- ◎ Supplemental (*Some of My Kids*) Majority Make Catch Up Growth
 - What **we** do for students who are behind
 - What does the school do to support **catch up** growth?
- ◎ Intensive (*A Few of My Kids*)
 - What **we** do for students who aren't catching up with supplemental intervention

Three Tiered Model of School Supports

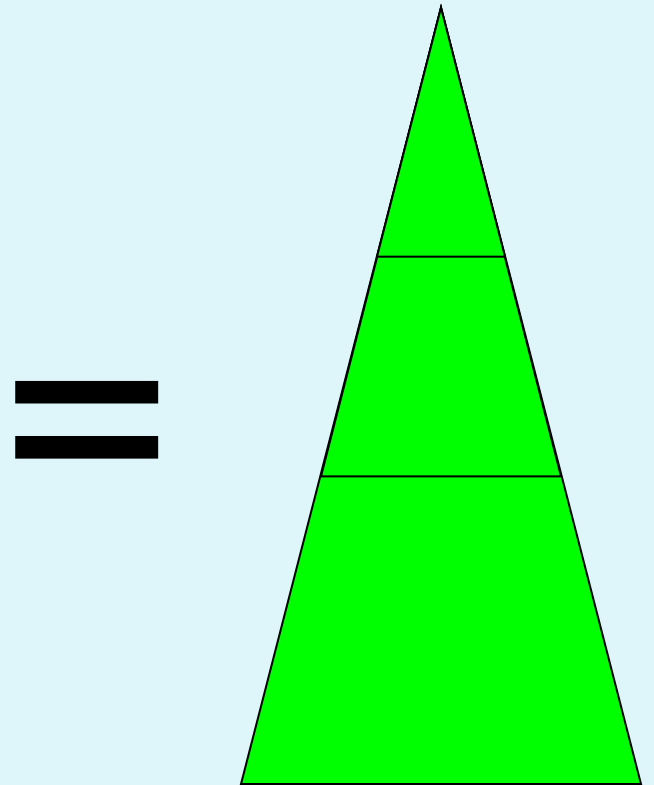
These students



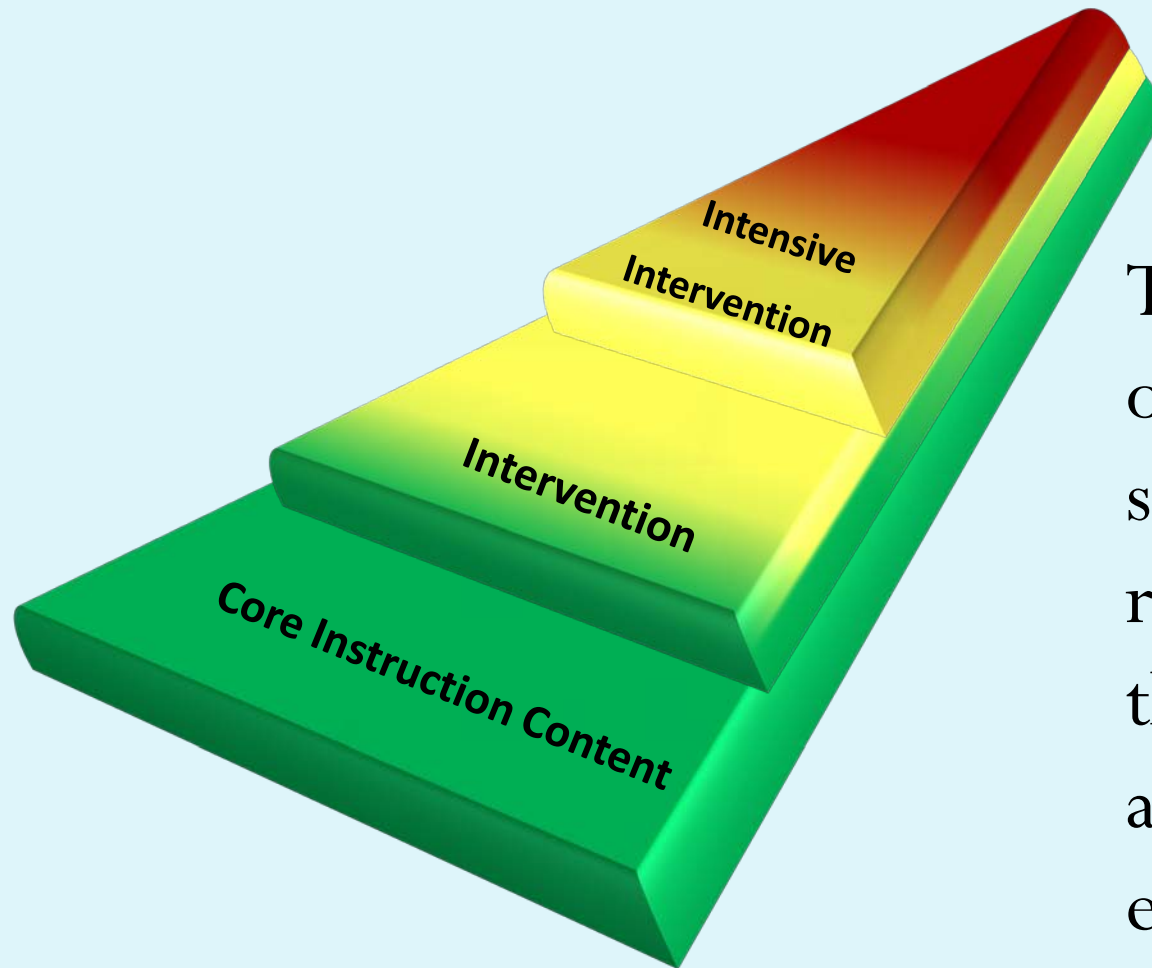
get these tiers
of instruction



in order to meet
benchmarks.



Supplemental and Complimentary



The three tiers of support are stacked resources so that they are layered and aligned with each other.

Step 1 - Problem Identification

What's the problem?

Step 2 -
Problem
Analysis

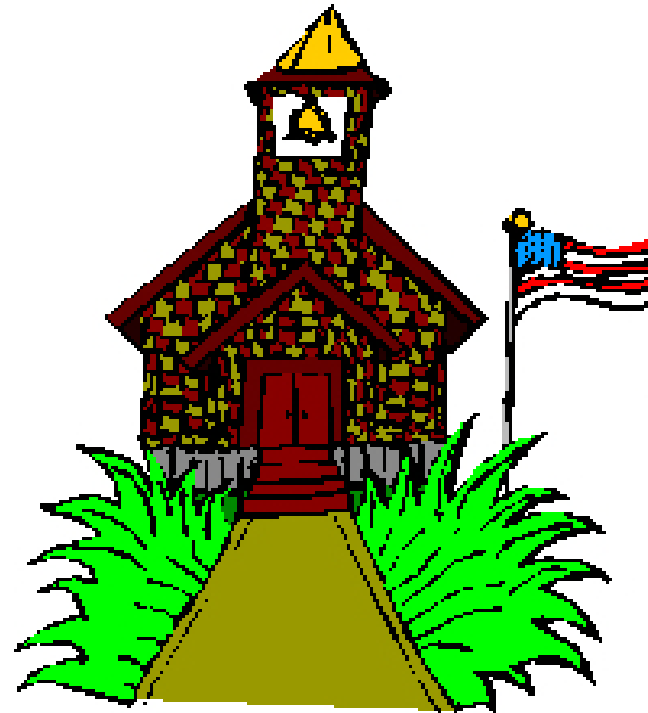
Why is it occurring?

Step 3 -
Intervention
Design

What are we going to do about it?

Step 4 -
Response to
Intervention

Is it working?



Problem Identification

What is the problem?

- Use data to determine effectiveness of core instruction
- Have 80% of students met benchmarks?
 - Modify core = small group DI (Tier 1) based on diagnostic data
 - Use FAIR data to identify students in need of Tier 2 supplemental interventions
 - Gap analysis: how much progress needs to occur to reach the benchmark?
 1. Compare student's performance to peers, BM
 2. What is expected and what is occurring?
 3. Replacement behaviors are clearly defined

Step 1: Problem Identification

What is the problem?

- Where are we?
 - FAIR AP1 and Fall interim data
- What is the Goal?
 - FAIR AP 3 and Spring Interim
- How will I measure response?
 - FAIR AP2 / OPM and Bi-weekly / Monthlys
- Gap Analysis
- Setting an aim line

FAIR AP1 (Where are we?)

Reading Comprehension-Percentile Rank

Assessment 1 (22 Students)		
Range	Number of Students	Percentage of Students
1 st -10 th Median=9	11	50%
11 th -20 th	1	5%
21 st -30 th	3	14%
31 st -40 th		
41 st -50 th	2	9%
51 st -60 th		
61 st -70 th	2	9%
71 st -80 th	2	9%
81 st -90 th	1	5%
91 st -99 th		

Fall Interim Data

Overall Performance:

Average Performance:

Score: 10.1/33 (30%)

Non Proficient

Per Band Performance:

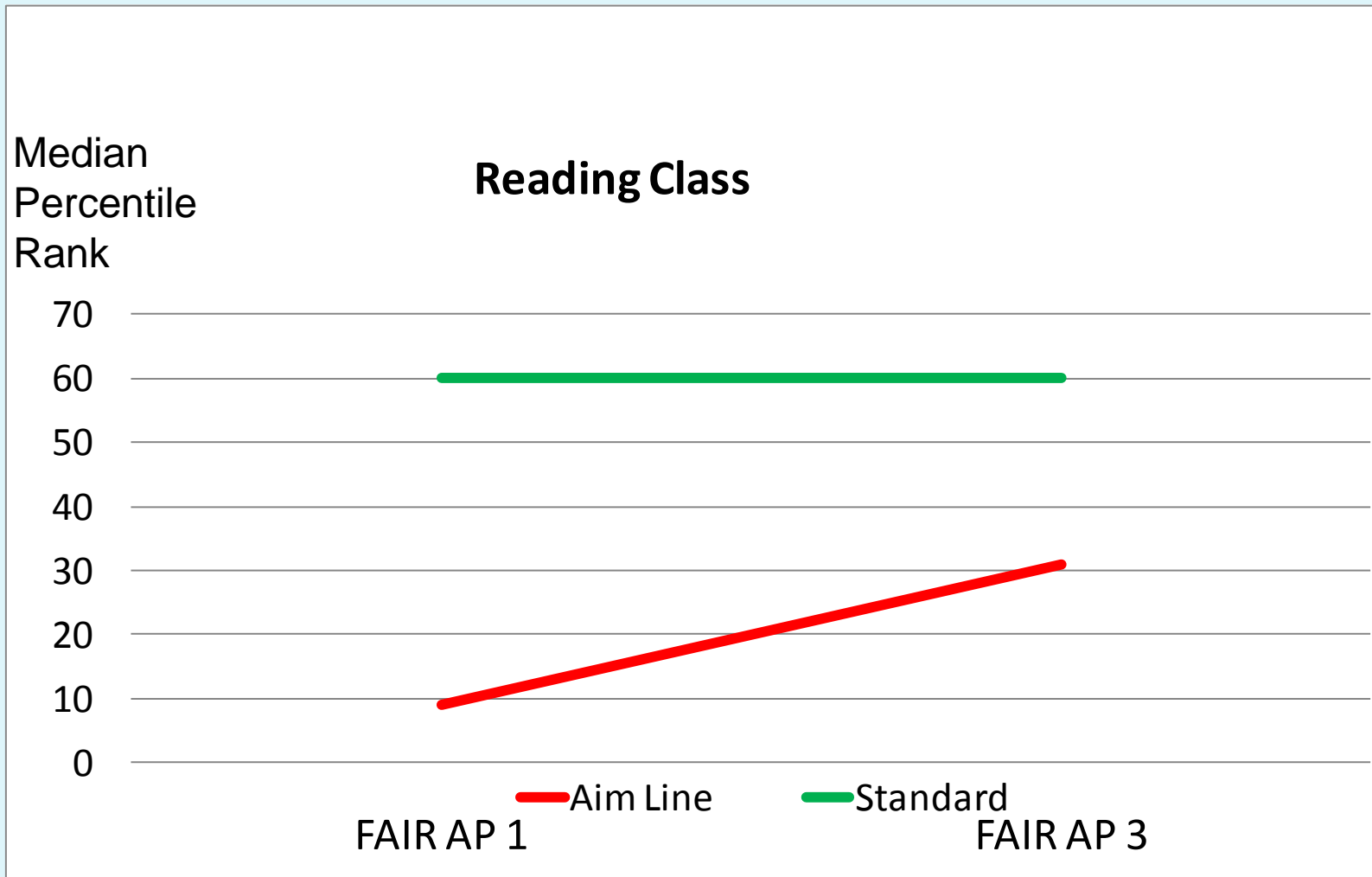
Band	Range	# Students	%	20	40	60	80
Non Proficient	0.00-23.09	17	100%				
Proficient	23.10-33.0	0	0%				

Item Analysis:

What is the goal?

- FAIR AP 1 median percentile rank = 9 (1-10th range)
- Last year's state median score from AP 1 to AP 2 shifted from 53 to 64 (which is + 11 points).
- A realistic goal would be to shift the median to the 31st to 40th range ($9+22 = 31$).
- If using district baseline data, goals would be different.

Problem Identification



Step 2: Problem Analysis

Why is it occurring?

⦿ The problem is occurring because...

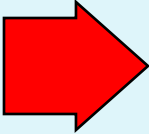
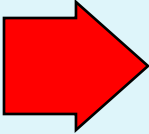
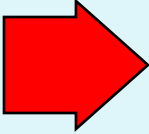
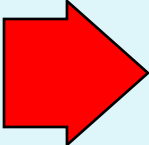
If _____ would occur, the problem would be reduced.

Hypothesis 1: _____ Prediction: _____

- ⦿ Generate reasons as to determine why student's are not attaining BM
- ⦿ Data is used to verify that hypothesis are viable reasons for students not meeting BM's
- ⦿ Collect data using RIOT procedures for ALL hypothesis to determine reasons likely to be barriers

Domains of influence in P.S.

S D
E E
T M
T A
I N
N D
G S

- **I**nstruction  **H**ow we teach what is being taught
- **C**urriculum  **W**hat is being taught
- **E**nvironment  **C**ontext where learning is to occur
- **L**earner  **C**haracteristics intrinsic to the individual in relation to the concern

Hypothesis Validation

- If the hypothesis is inaccurate, valuable time could be wasted on an intervention that was not an appropriate match for the student.

Review existing records

Interview the student, parents and/or teacher

Observe in the classroom or other setting

Test the learner on a skill or concept

A Shift in Thinking

The central question is not:

“What about the students is causing the performance discrepancy?”

BUT

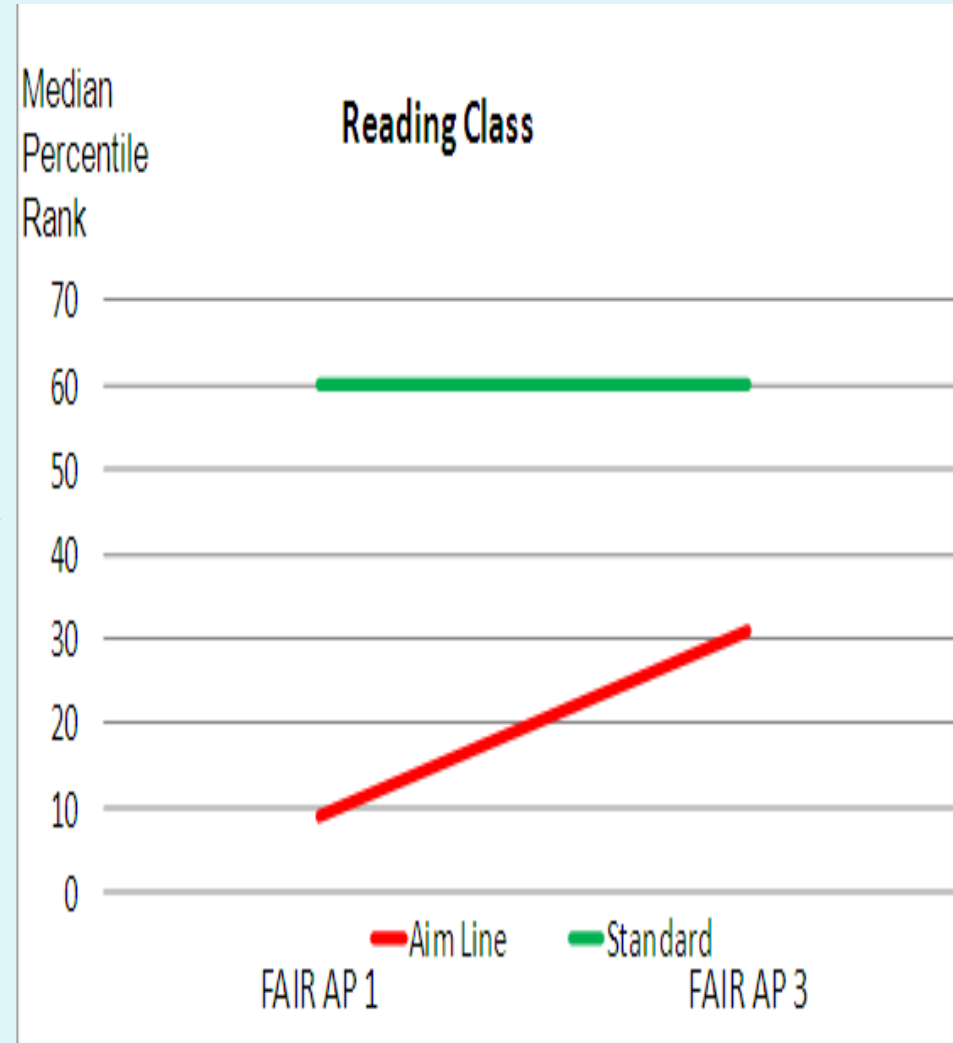
“What about the interaction of the curriculum, instruction, learners and learning environment should be altered so that the students will learn?”

This shift alters everything else.

Ken Howell

Partner Talk- Developing Hypothesis

- List and consider several Hypotheses related to barriers in this reading class data.
- Consider instructional, curricular, environmental and learner variables when developing those hypotheses.
- Select those hypotheses that are within your school's control.
- What actions would those hypotheses lead you to take?
- Report Out



Step 3: Intervention Design

What are we going to do about the problem?

- Tier 1
 - Modifications to core instruction are documented
 - Small-group DI is recorded daily (Who & What)
 - Support for modifying core is in place (Who & What)
- Tier 2
 - Implementation plan includes (Who/what/when/where)
 - Monitoring of fidelity
 - Support to personnel
- Plans are developed/revised to help students move closer to BM's

Fidelity First

- ⦿ We CANNOT do RtI if the intervention was not implemented or was implemented poorly.
- ⦿ Therefore, intervention integrity must be ensured and documented if when using the RtI model.
- ⦿ Was the instructional/Intervention plan implemented?
 - Did small group “differentiated” instruction take place regularly?
 - Did intervention occur regularly for the recommended time?

Step 4: Program Evaluation/Rtl

Is it working?

Positive-Gap is closing

- Continue intervention until student reaches benchmark (at least).
- Fade intervention to determine if student has acquire functional independence.

Questionable-Is not worse but not better

- Increase intensity of current intervention for a period of time and assess impact.
- If rate improves, continue.
- If rate does not improve, return to problem solving.

Poor-Gap widens no change

- Return to problem solving for new intervention

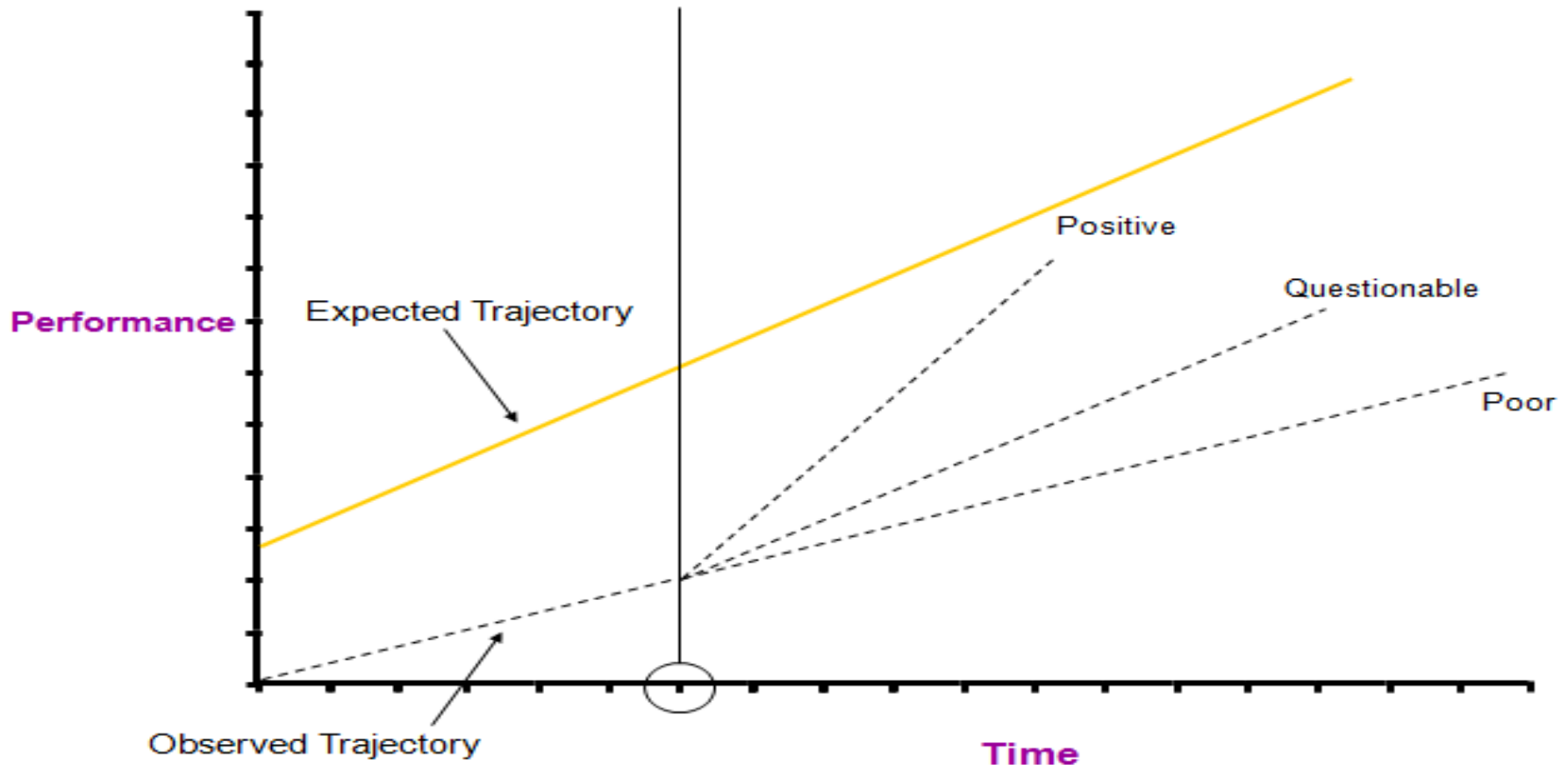
Decision Rules: What is a "Good" Response to Intervention?

Positive Response – Gap is closing

Questionable Response – Gap stops widening but closure does not occur

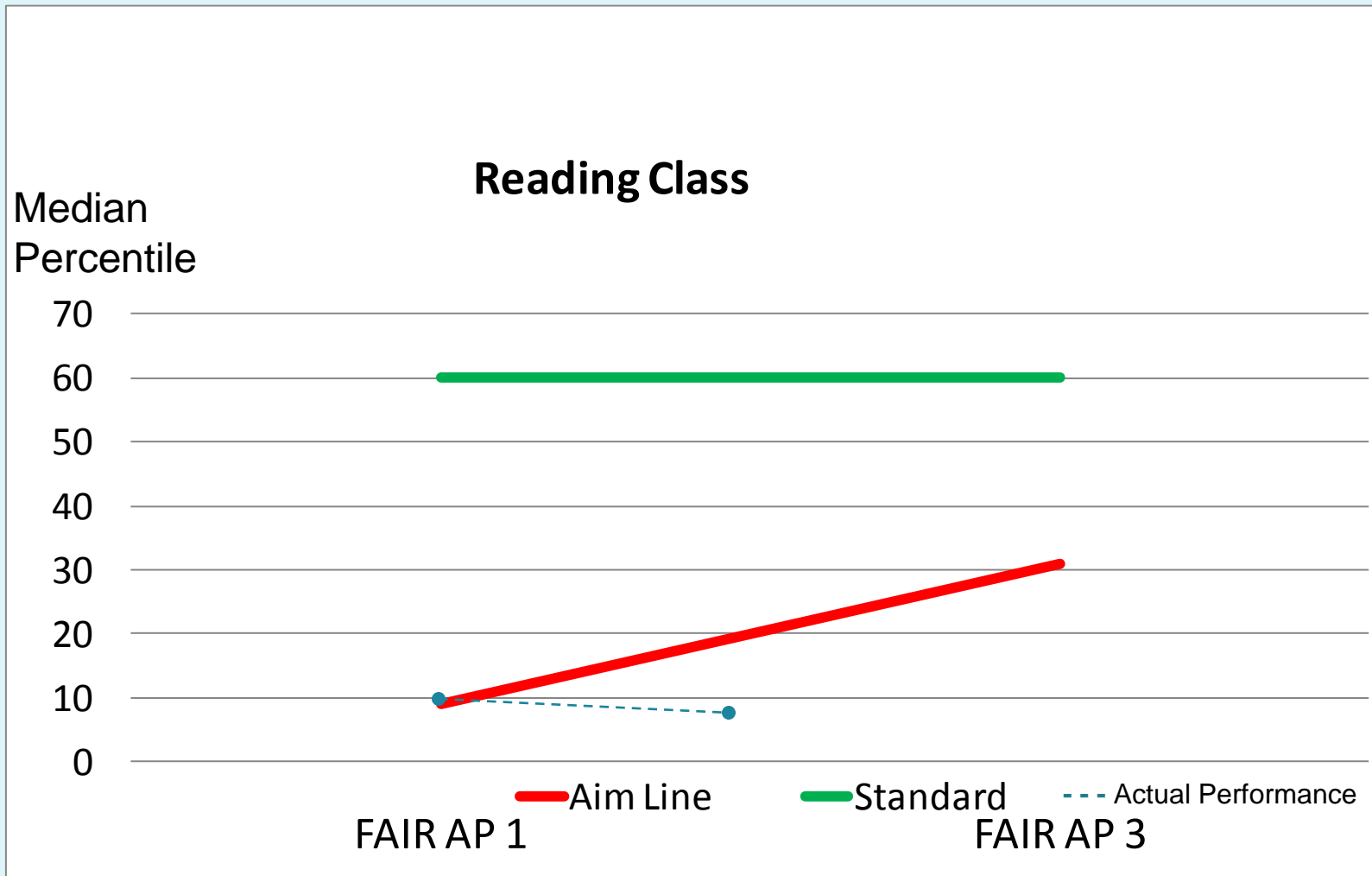
Poor Response – Gap continues to widen with no change in rate

Response to Intervention



Program Evaluation

(Is it working?)



Why Monitor Progress?

- ⦿ Unless we **monitor progress**, we cannot determine the rate at which the gap is closing.
- ⦿ **Continuous feedback** improves instructional planning (**formative assessment**).
- ⦿ Allows **earlier decisions** about what to do
 - Increase time, decrease time, revisit problem-solving, etc.
- ⦿ Provides **measure** of intervention effects.
 - Getting better, staying the same, or getting worse
- ⦿ We don't know the effectiveness of the intervention until we **implement it and monitor progress**.
- ⦿ Student outcomes improve when performance is **assessed regularly**.



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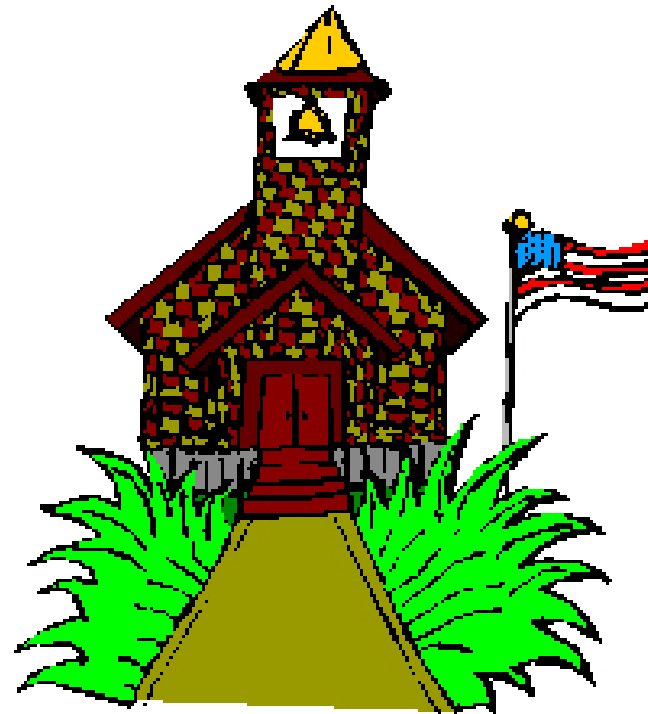
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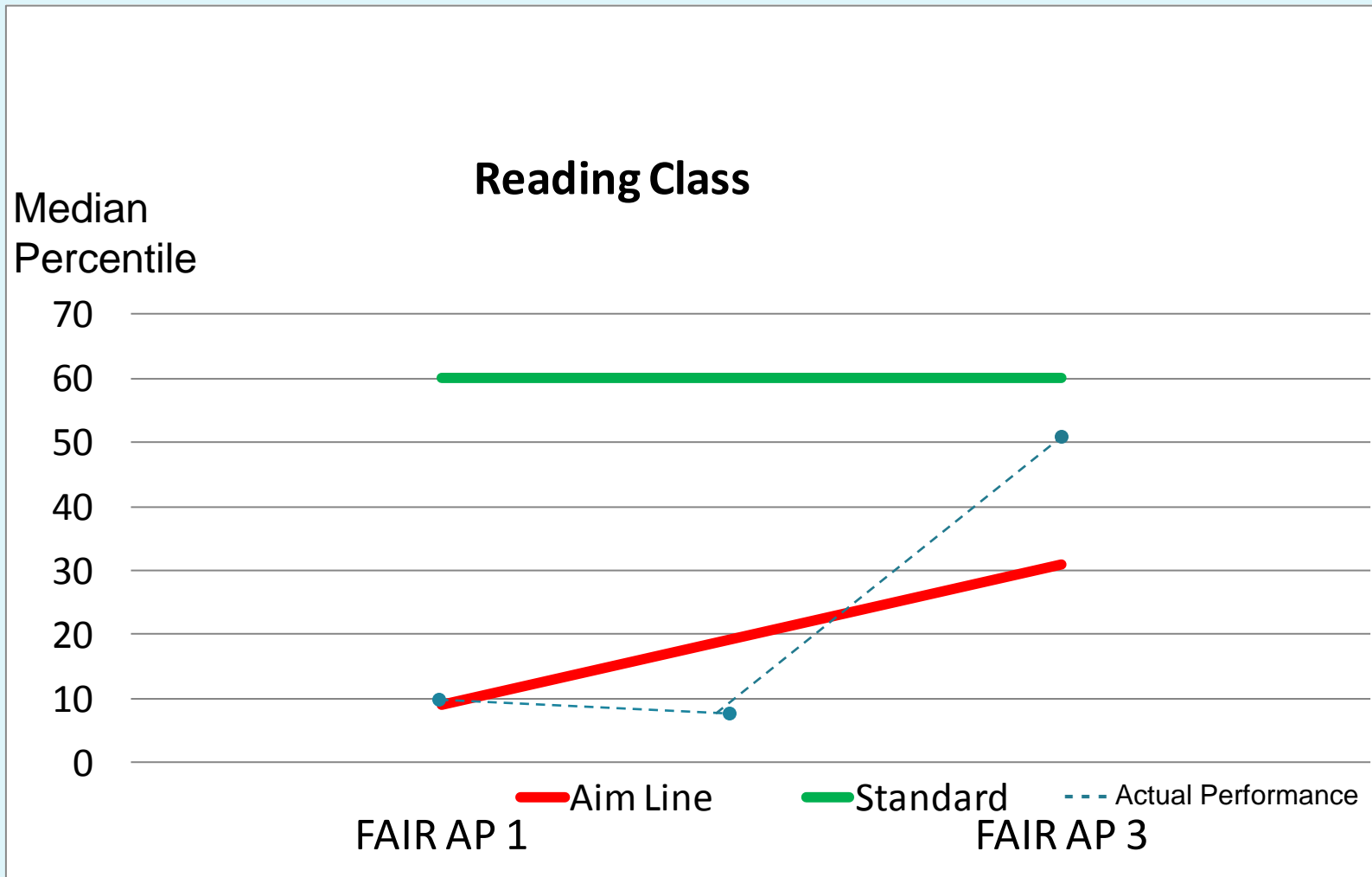


FAIR AP 3 (Did we meet the goal?)

Reading Comprehension- Percentile Rank

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THEORY TO PRACTICE-RtI IN ACTION

1. Problem solving using one school's data
2. As a group create an aim line using FAIR AP 1 data
 - Consider:
 - a. Where you are?
 - b. What is a realistic goal?
 - c. Who are my students?
 - d. Leverage of resources

Next Steps



Stages of Implementation-RtI/PS

Consensus

- School-based leadership team is established and represents the roles:
 - administration, facilitator data mentor, content specialist and teachers
- Faculty & staff support and are actively involved with PS/RtI
- Data are collected to assess level of commitment and impact of PS/RtI

Infrastructure Development

- School wide data are used to evaluate the effectiveness of core academic programs
- School wide data are presented to staff after EACH benchmarking session
- The school based leadership team has regularly scheduled data meetings to evaluate Tier 1 & Tier 2 data
- The SBLT has regular scheduled meeting for problem solving

Implementation

- Intervention integrity is documented
- The school has clearly defined and established a three-tier system of service delivery (academic core/supplemental/intensive instruction)

Alignment of Resources...

- It is critical for students to be able to achieve benchmarks.
- Emphasis is on the importance of *collaboration, planning, resourcing* and delivering tier of support.
- What are the available resources?
 - Resource mapping
 - Personnel
 - Materials
 - Time
 - Money
- How can you effectively used these available resources for planning and delivery?

Tiers of Support: A Teacher/School Effort

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“In a moment of decision the best thing you can do is the right thing. The worst thing you can do is nothing.”

Theodore Roosevelt



Resources

- ⦿ National Center for Response to Intervention

www.rti4success.org

- ⦿ Florida Response to Intervention (student activity centers)

www.Florida-rti.org

- ⦿ Atlas Initiative for Public Education

www.atlasinitiative.org

- ⦿ US Dept of Education / Institute of Education Sciences (IES What Works Clearinghouse)

<http://ies.ed.gov/ncee/wwc/>

- ⦿ Florida Center for Reading Research

www.fcrr.org

- ⦿ Response to Intervention Blueprints for implementation

<http://www.nasdse.org/Portals/0/SCHOOL.pdf>